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ABSTRACT

This historical study of curriculum literature is an attempt to centralize and analyze sources that serve as a basis for what is too often an "ahistorical" field. The objective is to produce a comprehensive chronological bibliography. Citations within sources in the bibliography are analyzed in an attempt to determine dominant disciplinary roots in curriculum literature, recurring citations are noted, and suggested treatments of the literature are presented. Refinements of both the bibliography and analyses are encouraged. It is assumed that knowledge of the field's heritage will enhance subsequent curriculum development and research. (Author/IRT)

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The Literature of Curriculum Development:

Toward Centralization and Analysis

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American Educational Research Association
San Francisco, California
April, 1976

Special Interest Group on the Creation
and Utilization of Curriculum Knowledge

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The Problem and Purposes

The large scale problem pursued in this study is to centralize and analyze the literature of the curriculum development field, 1900-1976. Phase I, the present treatment, includes: (1) compiling a chronological bibliography of published works that portray a history of the field; and (2) suggesting and exemplifying ways in which the collected sources can be productively analyzed. A further purpose is to seek input from members of the AERA Special Interest Group on "The Creation and Utilization of Curriculum Knowledge" concerning productive utilization of the now centralized body of literature. Subsequent phases of the research are projected in Phase I, and will be modified by suggestions from the SIG membership.

Definition of Curriculum Development

For purposes of this study curriculum development is characterized as "the study of decision making considerations that are designed to determine experiences that students have (and ought to have) in schools. This definition is somewhat different from most found in the literature; nevertheless, so stated it facilitates the purposes of this study. It will be further characterized in sections labeled "inclusions" and "exclusions."

Perspectives and Importance

The problem of "ahistoricism" is not without acknowledgement in the curriculum development literature (e.g., Alexander (1973); Apple (1972); Bellack (1969); Cremin (1971); Kliebard (1969); Ponder (1974); Tanner (1975); Tyler (1959). Although few of these authors may use the term "ahistoricism," they address the need for more comprehensive treatments of the curricular heritage.

Few books have been written in an attempt to treat the history of curriculum development; Elson (1964), Seguel (1966), Shores (1949), Tanner (1975) have treated portions of such a history. Only one session of the 1975 AERA convention was listed under the rubric of "curriculum history." Recently, Curriculum Theory Network initiated a thrust toward reexposure of salient works in the history of the field.

It is the philosophical position of this writer that the curriculum field will impede its own progress if it proceeds without clear knowledge of its past. It will neither realize what it builds upon, nor know what sources have been tapped in attempts to resolve past dilemmas. It will be likely to preoccupy itself with rediscovery rather than discovery. It is imperative that a body of curriculum knowledge be accumulated and centralized, and its sources categorized for analysis. The current study is but a beginning of a long endeavor.

The above is based on the assumption that increased centralization of the literature and its sources will enhance understanding of the past and provide the impetus to move ahead with minimal duplication. Significance resides in: (1) the generation of a comprehensive bibliography that portrays the heritage of the curriculum field; (2) an analysis of dominant influences and disciplines from which the curriculum literature is drawn; and (3) a projection of possible future treatments of the collected literature. Further, it is hoped that making the above available to curriculum scholars will elicit plans for subsequent research, research that can unveil our too shrouded history.

Rationale

There are a number of published bibliographies in the literature [e.g., Trillingham(1934); Caswell & Campbell(1935); Smith, Stanley, & Shores(1950, 1957); Krug(1950); Taba(1962); Saylor & Alexander(1966); Seguel(1966); Broudy (1967, 1969, 1971); Gwynn & Chase(1969); Tyler, L.(1970); Short(1970); Owen

(1973); Cook & Doll(1973); Tanner(1975)]. Yet, these are intentionally selective rather than comprehensive. When checked against citations in other texts and holdings of selected universities, bibliographies published by such organizations as The Library of Congress, The Department of Health, Education, and Welfare, and The Association for Supervision and Curriculum Development were found incomplete. This study is offered as a sizeable initial step in providing a comprehensive bibliography for scholars in the field.

It rests partially on the assumption that assertions of omission and/or contribution from the curriculum development heritage cannot be fully substantiated unless all relevant sources are consulted. Further, a chronological centralization of sources is quite novel in the field and enables the production of analyses that would otherwise be impossible or extremely difficult. Still further, the availability of this bibliography should assist curriculum researchers in their individual endeavors, as well as in endeavors projected as subsequent phases of this study. Obviously, the above is contingent upon the normative assumption that useful insights are contained within and can evolve from the past seventy-five years of curriculum literature.

Limitations

Two matters are pertinent concerning limitations: (1) limitations of the study itself; and (2) limitations regarding bibliographical inclusions and exclusions.

Regarding the first, the major contribution of Phase I is the chronological bibliography. The bibliography is only as comprehensive as the sources (textual, bibliographical, personal, university) consulted. These sources are described in the section entitled "Collection Procedures." In addition, SIG members will be asked to check, if they wish, the bibliography against sources

available to them. Analyses, particularly regarding content orientation of many of the works cited, are in progress. They are designed to reach a temporary point of closure for purposes of the Phase I presentation; directions of subsequent phases are also discussed.

The following criteria, used in the inclusion and exclusion of citations, portray limitations of the bibliography.

Inclusions

Works included are described by the following categories, and are to be considered critical attributes of the concept curriculum development advanced above. Works are included if they:

1. Deal with the decision making processes of curriculum-making by prescribing and/or describing such processes.
2. Deal with assumptions or principles involved in the curriculum development process.
3. Deal with the following exemplary areas as they relate directly to curriculum development as defined above:
 - a. elementary education
 - b. secondary education
 - c. content (experience) areas
 - d. materials
 - e. aims/objectives
 - f. organization/sequence
 - g. evaluation
 - h. implementation/methodology
 - i. evaluation
 - j. research
 - k. administration
 - l. change/innovation.
4. Are books, monographs, or special issues of journals* published in English by publishing houses, associations, or research centers.
5. Devote at least half of the content included to treatment of curriculum development.

* This does not include journals regularly devoted to curriculum development issues; e.g., Curriculum Theory Network, Journal of Curriculum Studies, and The Curriculum Journal.

Exclusions

Categories 1-4 below are excluded largely because of limitations of time, finances, and lack of proximity to resources. Categories 5-7 are excluded because they fall outside of curriculum development parameters as defined above.

1. Unpublished dissertations and theses.
2. Journal articles, except as included in collections of readings or special journal issues that are devoted to curriculum development.
3. ERIC (Educational Resources Information Center) and other similarly stored documents.
4. Works not written in English.
5. Works on curriculum that deal largely with the presentation of instructional strategies and/or particular content areas (e.g., language arts curriculum, curriculum for special education).
6. Curriculum guides and other works that primarily deal with decisions made rather than decision-making.
7. Local and regional statements that do not offer general applicability.

This researcher suggests that a considerable degree of comprehensiveness has been achieved by centralizing approximately 800 citations. Yet, it should remain clear that he makes no claim of completeness. It is submitted that such a claim can only be made on the basis of widespread study by many curriculum scholars who consult their own university holdings. It is hoped that such an effort will be forthcoming.

Collection Procedures

The project began informally through the compilation of bibliographies from selected curriculum courses and texts. More formal collection procedures began and evolved via the following sources:

Library Visitations:

Holdings of the following libraries were consulted:

- University of Illinois-Urbana, Il.
- University of Illinois-Chicago, Il.
- Northwestern University-Evanston, Il.
- University of Chicago-Chicago, Il.
- National College of Education-Evanston, Il.
- Chicago Public Library-Chicago, Il.
- Washington University-St. Louis, Mo.
- Rochester University-Rochester, N.Y.
- Waterloo University-Waterloo, Ontario

Granted, this is a limited sample but it fell within this researcher's travel area during the past year.

Reference Collections

The following large reference collections were studied, as well as a number of small bibliographies compiled under the auspices of the Association for Supervision and Curriculum Development.

Books in Print—Subject guides. New York and London: R.R. Bowker Company (including 1975 editions).

Broudy, H.S. et al. Philosophy of Education: An Organization of Topics and Selected Sources. Urbana: University of Illinois Press, 1967 (and 1969 and 1971 supplements)—curriculum sections.

Harvard University Library—Education (2 vols.). Widener Library Shelf-list Service, Cambridge: Harvard University Press, 1968.

Library of Congress Catalog—Books: Subject Indices (1943 to 1975). Washington: Library of Congress, All volumes to date.

United States Department of Health, Education, and Welfare. Subject Catalog of the Department Library (vol. 4). Boston: G.K. Hall, 1965.

Bibliographic Citations

Bibliographic citations in texts, reading collections, special journal issues, monographs, and yearbooks were checked against sources in the evolving bibliography. Citation checks were made on the following bases: (1) representativeness from among each decade 1900-1976; (2) comprehensiveness, i.e., the most comprehensive collections were deemed most worthy for perusal; and (3) availability. Such checking was continued until no new citations that fulfilled the definition of curriculum development were discovered. Sources consulted prior to the point of repetitive duplication are indicated with an asterisk(*) in the bibliography.

Discussion with Curriculum Scholars

Advice pertaining to sources and citations was gained by consultation by and with the following scholars: J. Harlan Shores-University of Illinois; George A. Beauchamp-Northwestern University; L. Thomas Hopkins-Hopkinton, Mass.; Maurice Eash, Joseph Malinchoc, Harriet Talamage, and Herbert Walberg-University of Illinois at Chicago.

Although the limitations of time and finances prevented a full survey of sources (especially out-of-print volumes that are seldom listed), it is suggested that the 753 citations collected represent a largely comprehensive centralization of curriculum development literature.

Organizational Features

Unique organizational features of the bibliography produced contribute to future analysis as follows:

Chronological Format

The chronological organization increases the ease of perceiving and analyzing trends and influences as contrasted with the usual alphabetical format.

Decade Groupings

Grouping the situations by decade enables the reader to consider the literature in manageable categories that lead to consideration of exemplary relationships such as: (1) the number of citations vis-a-vis educational funding during a given decade; (2) the nature of issues treated vis-a-vis paramount social issues in a given decade; (3) the decision-making strategies prescribed in the literature vis-a-vis modes of curriculum decision-making documented in practice; (4) the longevity of usefulness of sources cited from decade to decade vis-a-vis sources that are not frequently carried to subsequent decades.

Alphabetical Grouping by Year

This feature enhances the ease by which documents can be located. Perhaps it could be supplemented by an author or topic index in later phase.

The Bibliography*

The bibliography is currently stored in the form of a card file to enable convenient additions and/or deletions as new information and sources are discovered. A limited number of printed copies of the 753 citations (e.g., the attached copy) are available from this researcher at the College of Education, Box 4348, University of Illinois, Chicago, Illinois 60680.

The quantitative breakdown of citations per decade follows:

<u>Decade</u>	<u>Number of Citations</u>
1900-1909	10
1910-1919	8
1920-1929	74
1930-1939	83
1940-1949	54
1950-1959	87
1960-1969	233
<u>1970-1975</u>	<u>204</u>
Total	753

*The bibliography is currently in progress and revision stages.

Problems

1. Inconsistent citations in early literature: Documentation in the early literature was sometimes incomplete, and dates of currently out of print sources sometimes varied.

2. Lack of notation regarding other editions of older texts: In general the procedure was to include new editions, but not reprinted editions unless considerable time lapse caused reprints to be particularly valuable to scholarship, e.g., recent reprints of early works by the Arno Press, AMS, and others. In such cases annotations regarding reprinting appear under the original documentation.

3. Lack of availability: Since many of the early works are out of print and located in collections that were impossible for this researcher to visit, study of their content was either not accomplished or was pursued through secondary sources.

Initiated and Projected Analyses

A great number of possible analyses of curriculum development literature could stem from the bibliography. In this section, sample analyses are suggested and possible influences are presented for consideration by members of the AERA Special Interest Group on the Creation and Utilization of Curriculum Knowledge. (Some initiatory analyses are in progress and there are some others suggested for subsequent phases of this research project.

Analysis I: Recurrent Authors

What authors are cited most frequently throughout the literature? Citations could be collected to discover which authors influenced other authors. Preliminary investigation indicates that the most frequent citations are attributed to John Dewey. Other authors who are heavily cited include Franklin

Bobbitt, Harold Rugg, Hollis Caswell, J. Gaylen Saylor, B.O. Smith, W.O.

Stanley, J.H. Shores, Hilda Taba, and recently Joseph Schwab.

Possible Inferences and Considerations:

1. The most frequently cited authors are worth examining in more detail because a consensus of citation appearances indicates their persistent worth.
2. A listing of the most frequently cited authors subsidiarily indicates curriculum development sources that received little attention. These sources could be examined for little known perspectives.
3. The existence of frequent citations does not necessarily indicate an acknowledgement of worth by the citer; therefore, analysis of the context of citations is needed to provide indication of deemed worth.

Analysis II: Disciplinary Orientations

From what disciplines do curriculum development authors draw their insights and supportive ideas? Content and references of available texts were surveyed to determine the predominant disciplinary orientation relative to the following categories:

- A. History
- B. Philosophy
- C. Social Science
- D. Psychology
- E. Humanities (literature and the arts)
- F. Professions (non-education)
- G. Natural Science
- H. Education

Possible Inferences and Considerations:

1. Certain orientations that predominate in a given decade may be etiological for missing a valuable perspective in that decade or for contributing to a new orientation taken in the literature (or practice) of subsequent decades.
2. If an overall survey of disciplinary orientations indicates widespread failure to draw upon a discipline, it might be concluded (a) that the discipline is irrelevant to curriculum inquiry, or (b) that inquiry should seek insights that might be derived from neglected areas. The fine and theatre arts, much neglected sources of curriculum insight, have been recently treated as a viable curriculum seedbed as exemplified by Eisner (1975), Huebner (in Macdonald, 1965), Travers (1974), Westbury (1972). Hopefully, analysis of disciplinary orientations can stimulate the probing of other seldom considered perspectives.
3. Analysis within categories of disciplinary orientation may be illuminating. For example, the philosophical orientation may be initially seen as heavily weighted in Deweyan instrumentalism (especially noting a trend from Twenty Sixth Yearbook of the National Society for the Study of Education to Hopkins (1929), Caswell and Campbell (1935), Stratemeyer et al. (1947), Smith, Stanley, and Shores (1950) and Taba (1962). However, variations might be studied e.g., analytic philosophy (Smith and Ennis, 1961; Hook, et al., 1975); a classical realist conception of knowledge (Broudy, et al., 1964; King and Brownell, 1966); an Aristotelian epistemological base (Schwab, 1970); and an existential or phenomenological orientation (Pinar, 1974, 1975).

Analysis III: Educational Emphasis

Some works on curriculum development attempt to be comprehensive and to present an encyclopedic treatment of the subject. Others are oriented to a particular arena of curriculum development. Available works are classified according to the dominant educational (sub-field) emphasis relative to the areas advanced.

Possible Inference and Consideration:

Greater emphasis should be placed on neglected areas in order to balance the treatment of curricular concerns.

Analysis IV: Prescriptive and Descriptive

Are curriculum development writings largely prescriptive or descriptive? Case studies, histories, and descriptive theories characterize the descriptive; while the prescriptive is characterized by concrete step-wise directions or issue discussions that advocate the way curriculum decisions should be made. Many of the selected sources were analyzed for tendency toward the prescriptive or descriptive, and results are noted

Possible Inferences and Considerations:

1. The predominance of prescriptive over descriptive sources may suggest the need for more descriptive studies of curriculum development.
2. The current move toward the Aristotelian Practical epistemological base and its advocacy of descriptive treatments (e.g., Schwab, 1970; Reid and Walker, 1975) may elicit further debate on the value of descriptive vis-a-vis prescriptive literature.
3. Lesser known descriptive treatments of curriculum development in the past may be studied for contributions to the Practical orientation of Schwab (1970) and proponents of his views.

Analysis V: The Role of Literature in Implementation

To what extent has the curriculum development literature influenced the practice of curriculum development? A categorization of treatments of implementation (i.e., the tailoring of prescribed topics and learning experiences to specific teaching/learning situations) offered in the literature is underway and planned for a subsequent phase of this study. A further elaboration has been derived via discussion with Charles Elmlinger, Associate Superintendent for Curriculum and Instruction in Downers Grove, Illinois. It involves a comparison of the style of curriculum development literature (by decade or other suitable time period) with curriculum documents of selected school districts.

Possible Inferences and Considerations:

1. Which styles of literature are reflected in school documents?
2. Do such reflections enhance productivity of decision-making or do they merely provide a credentialed format for writing such documents?

Proposals for Continuance

It is this author's position that subsequent phases of this research project can become valuable ongoing thrusts of the Special Interest Group on the Creation and Utilization of Curriculum Knowledge. Thus, priorities should be determined by the SIG members. Moreover, members are encouraged to contribute resources and effort to the goal of a more complete centralization and analysis of the curriculum development heritage.

To this end the following questionnaire will be administered to the SIG members in an effort to generate dialogue and a conception of priorities for for further analysis and centralization.

Terminology

Brief definitional sketches of terms used in the classifications are presented. They are offered for purposes of clarification, and should be interpreted as having paramount focus on curriculum development.

I. Type of Contribution

- A. Prescriptive: advocates that which curriculum developers should do; may range from general issue discussion to step-wise recipe orientation.
- B. Descriptive: portrays or describes curriculum development processes, practices, or previous thought; may range from case study, to theoretical depiction, to historical presentation.

II. Disciplinary Orientation

- A. History: analysis of past thought and/or action, including the act of using historical methodology.
- B. Philosophy: inquiry into metaphysical, epistemological, axiological, ethical, religious, or logical (including analytic philosophy of language) arenas.
- C. Social Science: analysis of social, political, economic, cultural, and geographic problems that pertain to curriculum; also includes dominant use of social science methodology.
- D. Psychology: study of curriculum from the viewpoint of human behavior and development.
- E. Humanities: derivation from fine and literary arts, as well as the aesthetic and humanistic tradition often implicit in them.
- F. Natural Science: derivation from biological and physical sciences, as well as from general systems analysis and technological issues that have evolved within the natural sciences.

- G. Education: inquiry internal to the field of education itself; inquiry that eclectically draws upon a variety of disciplines and focuses on educational concerns.
- H. Other Professions: study that uses approaches primarily drawn from business, industry, military, etc.

III. Predominant Educational Emphasis

- A. Elementary: treatment of curriculum as it pertains to the elementary school program.
- B. Secondary: treatment of curriculum as it pertains to the high school.
- C. Content: treatment of curriculum development that focuses on given types of subject matter, experience, or activity.
- D. Materials: production or analysis of products(e.g., units of study, texts, packages) of curriculum development.
- E. Aims: purposes, objectives, goals of curriculum development.
- F. Organization: patterns of arranging the content/experiences and its delivery system.
- G. Evaluation: strategies and issues regarding the assessment of curriculum development processes and their outcomes.
- H. Administration: strategies and issues that pertain to the school administrator's role in curriculum development.
- I. Research: empirical study, fact-finding ventures, or process/product description.
- J. Change/Innovation: study of trends, change theory, social and cultural change; the introduction, implementation, and revision of curricula.
- K. Government: discussion of state, national, and local political roles in curriculum development.

- L. Teacher Education: study of teacher training programs' roles in curriculum development.
- M. Future: systematic and/or utopian projection about curriculum developments in subsequent years.
- N. Comparative: analysis of similarities and differences of curriculum development in selected cultures.
- O. Implementation: discussion and description of delivery of curriculum experiences to students in teaching/learning environments.
- P. Teaching: consideration of curriculum development extended into the acts and plans of teachers.
- Q. Methodology: treatments of instructional strategies as means to actualizing curriculum decisions.
- R. Foundations: consideration of philosophical, theoretical, historical, sociological, psychological, and policy issues that underlie curriculum positions.
- S. Supervision: study of the role of consultation in the curriculum development process.
- T. School: treatments of curriculum development within the context of the whole school program.
- U. College: consideration of curriculum principles by focusing on college curricula.
- V. Students: study of the role of students in curriculum development processes and/or the consequences of such processes on them.
- W. Public involvement: consideration of the role of public decision-making bodies in curriculum development.
- X. Accountability: treatments of ways to demonstrate responsibility for outcomes of curriculum development.

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- Y. Preschool: analysis of curriculum development by focusing on the nursery school level.
 - Z. Junior High: analysis of curriculum development by focusing on the junior high school.
 - A.¹ Curriculum Development: comprehensive treatments of foundations and processes regarding curriculum aims, content, organization, evaluation, change, and implementation.

I would like to thank Ann Fernandez, a student at the University of Illinois-Chicago, for her assistance in compiling the data.

PERCENT OF EMPHASIS IN CURRICULUM

DEVELOPMENT LITERATURECATEGORIES OF EMPHASISI. Type of Contribution

A. Prescriptive

B. Descriptive

Disciplinary Orientation

A. History

B. Philosophy

C. Social Science

D. Psychology

E. Humanities

F. Natural Science

G. Education

H. Other Professions

III. Predominant Educational Emphasis

A. Elementary

B. Secondary

C. Content Area

D. Materials

E. Aims

F. Organization

G. Evaluation

H. Administration

I. Research

	Overall	1900-09	1910-19	1920-29	1930-39	1940-49	1950-59	1960-69	1970
A. Prescriptive	79.0	83.4	81.3	70.0	72.6	74.5	80.7	82.8	82.3
B. Descriptive	21.0	16.6	18.7	30.0	27.4	25.5	19.3	17.2	17.7
<u>Disciplinary Orientation</u>									
A. History	4.0	16.7	0	6.1	9.8	3.8	2.4	4.8	.5
B. Philosophy	9.5	50.0	12.5	10.0	12.2	7.5	3.6	12.6	7.7
C. Social Science	12.9	33.4	50.0	20.0	17.1	20.8	4.8	10.0	12.3
D. Psychology	3.6	0	0	2.3	4.9	5.7	3.6	4.3	2.3
E. Humanities	2.4	0	0	1.5	4.9	0	0	2.1	4.1
F. Natural Science	1.5	0	0	0	0	0	1.9	0.8	4.6
G. Education	63.8	0	37.5	55.4	51.2	60.4	84.3	64.8	64.9
H. Other Professions	1.5	0	0	3.1	0	1.9	0	0.4	3.6
<u>III. Predominant Educational Emphasis</u>									
A. Elementary	6.0	16.7	12.5	7.7	3.7	4.7	3.6	8.3	4.6
B. Secondary	6.6	8.3	6.3	12.3	4.9	14.2	9.6	5.2	4.1
C. Content Area	11.8	33.3	25.0	13.8	10.4	13.2	7.2	14.6	8.7
D. Materials	1.8	8.3	6.3	3.1	2.4	1.9	1.2	1.3	1.5
E. Aims	4.5	33.3	12.5	6.2	3.7	7.5	3.6	3.0	4.1
F. Organization	6.4	0	0	7.7	11.6	5.7	9.6	5.2	4.6
G. Evaluation	2.9	0	0	1.5	0	3.8	2.4	2.0	4.6
H. Administration	2.3	0	0	1.5	1.2	1.9	4.8	2.0	2.3
I. Research	3.8	0	0	7.7	1.2	1.9	8.4	3.5	2.8

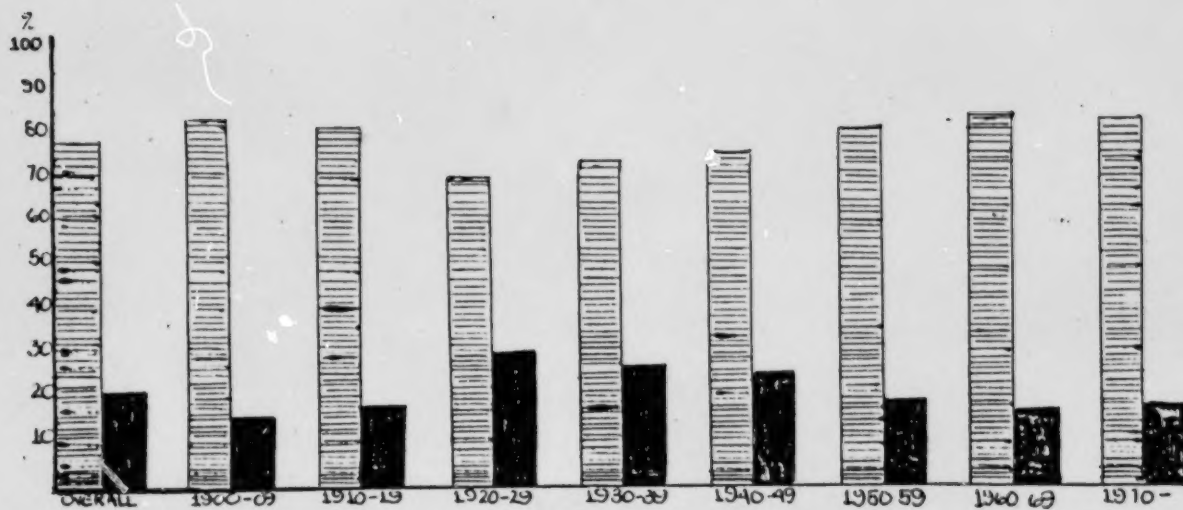
III. Predominant Educational Emphasis (continued)

	Overall	1900-09	1910-19	1920-29	1930-39	1940-49	1950-59	1960-69	1970
J. Change/Innovation	8.8	0	0	6.2	12.2	5.7	4.8	11.1	8.7
K. Government	0.1	0	0	0	0	0	1.2	0	0
L. Teacher Education	0.4	0	0	0	1.2	0	2.4	0.4	0
M. Future	1.2	0	12.5	0	0	0	0	2.6	1.0
N. Comparative	0.7	0	0	0	0	0	0	0.9	1.5
O. Implementation	2.5	0	0	3.1	0	1.9	2.4	1.3	5.1
P. Teaching	1.7	0	0	0	1.2	0	2.4	2.2	2.1
Q. Methodology	0.8	0	0	1.5	3.7	0	0	0.9	0
R. Foundations	9.4	0	12.5	3.1	8.5	7.5	7.2	10.4	12.3
S. Supervision	0.9	0	0	1.5	0	0	3.6	0.4	1.0
T. School Program	4.2	0	0	1.5	12.2	3.8	1.2	2.6	3.0
U. College	0.3	0	0	1.5	0	0	0	0.4	0
V. Students	2.2	0	0	0	2.4	1.9	2.4	1.7	3.6
W. Public Involvement	0.3	0	0	0	0	1.9	0	0	0.5
X. Accountability	0.4	0	0	0	0	0	0	0	1.5
Y. Preschool	0.3	0	0	0	0	0	0	0	1.0
Z. Junior High	0.3	0	0	1.5	0	0	0	0.4	0
A1. Comprehensive Curriculum Development	20.3	16.7	12.5	18.5	20.7	22.6	21.7	19.6	21.3
IV. <u>Percent of Bibliography Classified</u>	95.9	60.0	100.0	87.0	98.8	98.1	95.4	98.7	95.6

Note

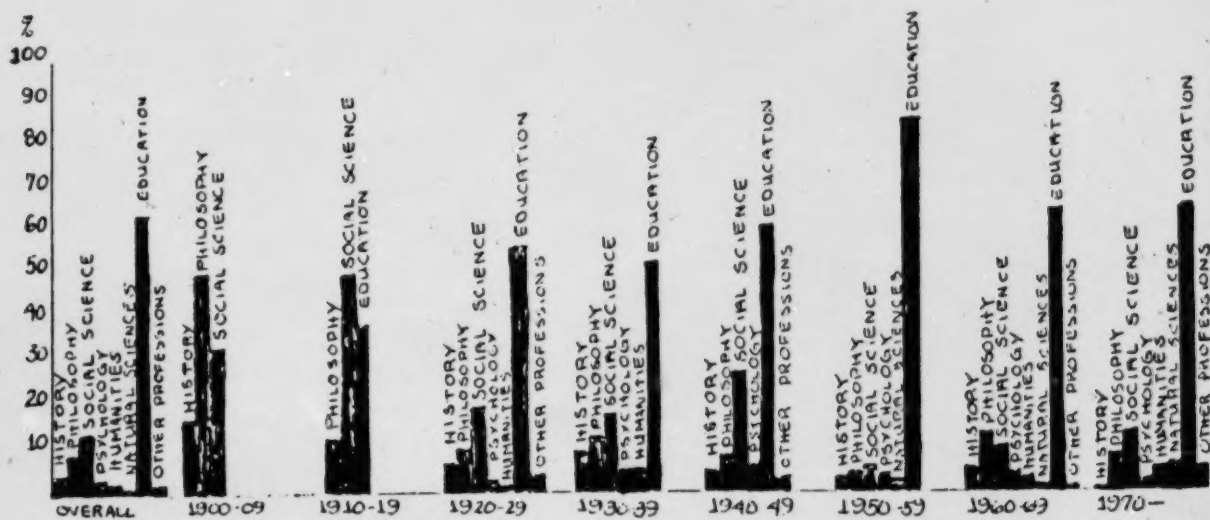
Fractions of .5 are sometimes used if works gave approximately equal emphasis to two areas under a classification topic. Specificity beyond .5 was not attempted. Percentages are computed on the basis of 722 sources classified.

TYPE OF CONTRIBUTION



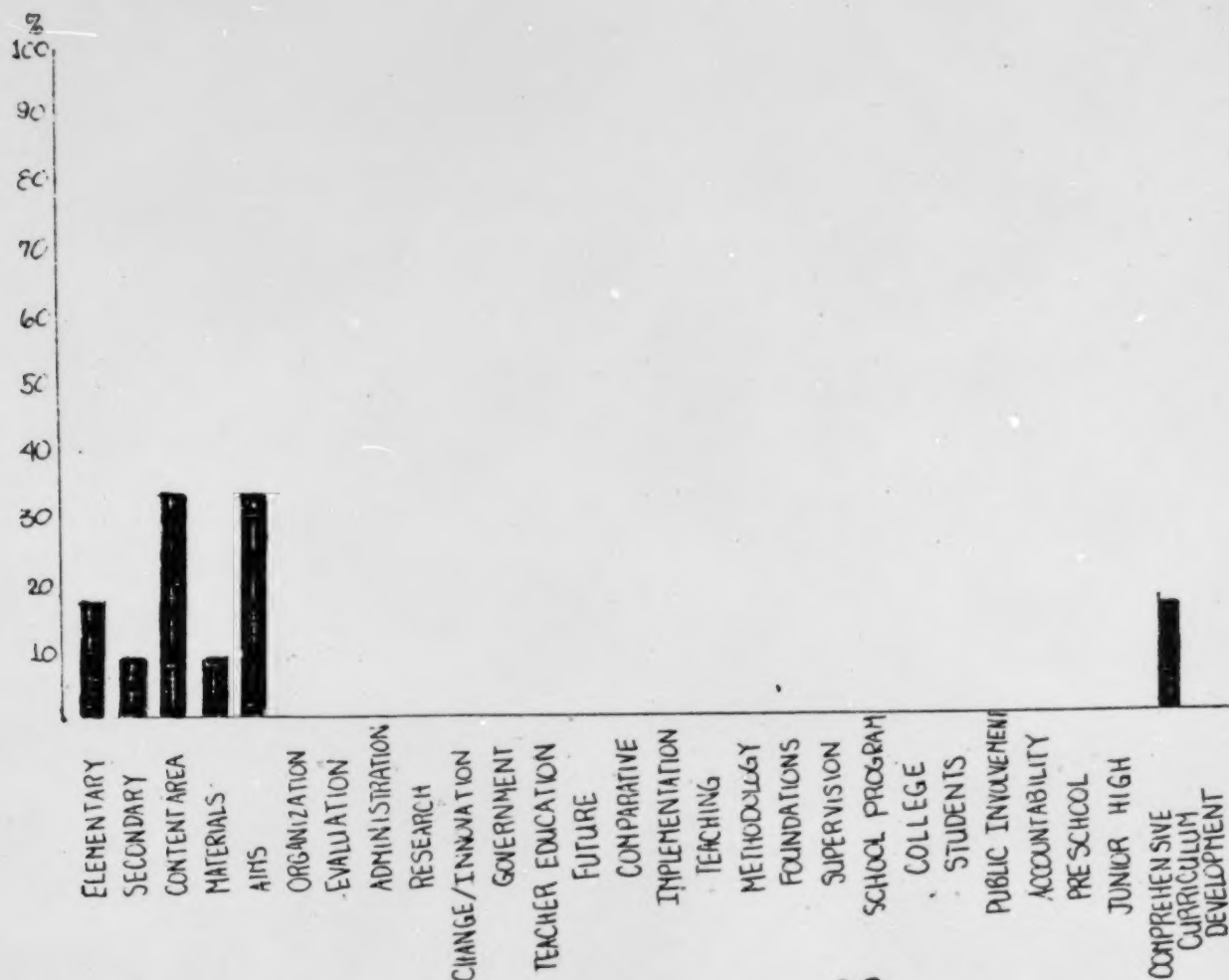
PRESCRIPTIVE
DESCRIPTIVE

DISCIPLINARY ORIENTATION



1900-1909

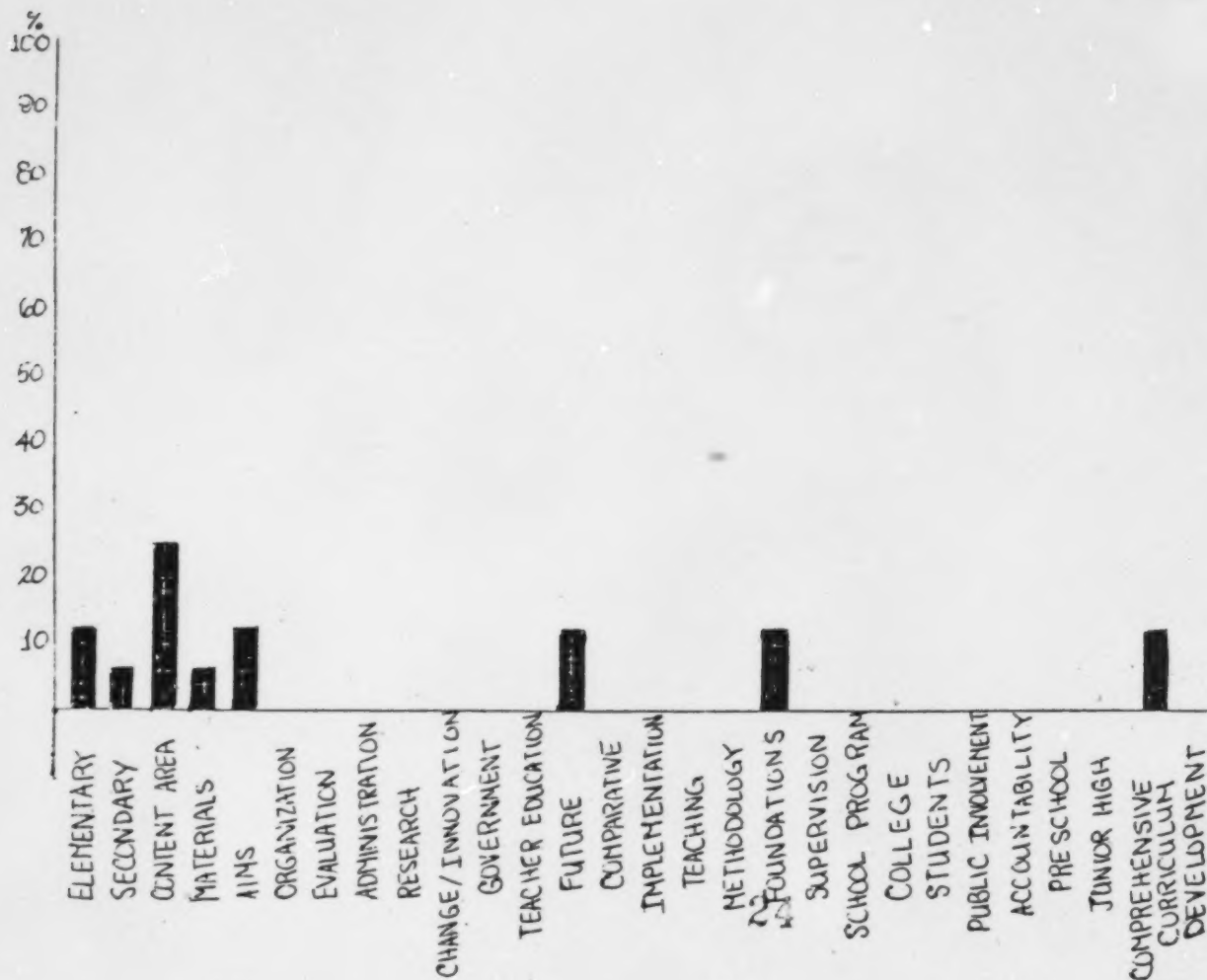
PREDOMINANT EDUCATIONAL EMPHASIS 1900-1909



1910-1919

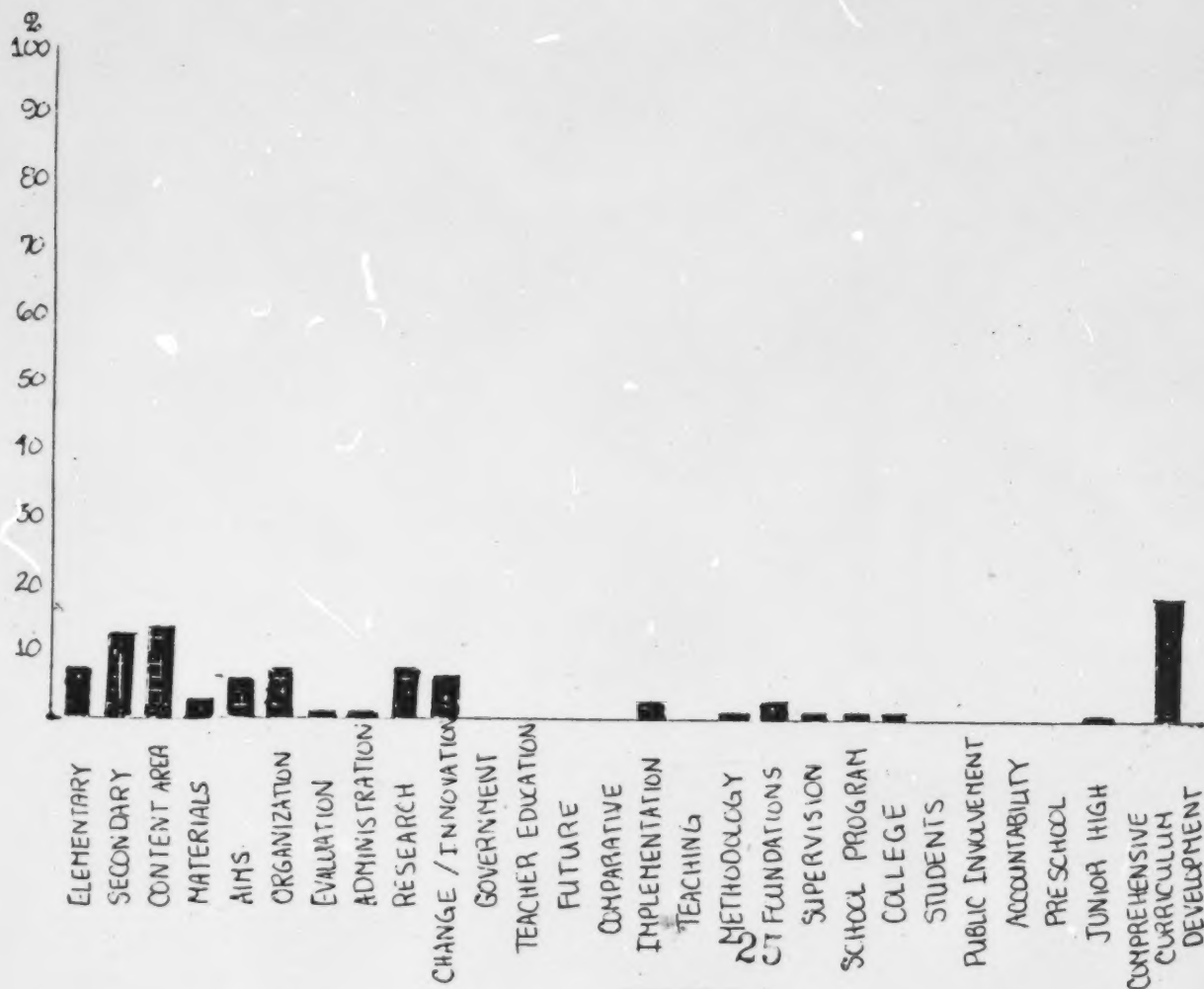
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PREDOMINANT EDUCATIONAL EMPHASIS 1910 - 1919

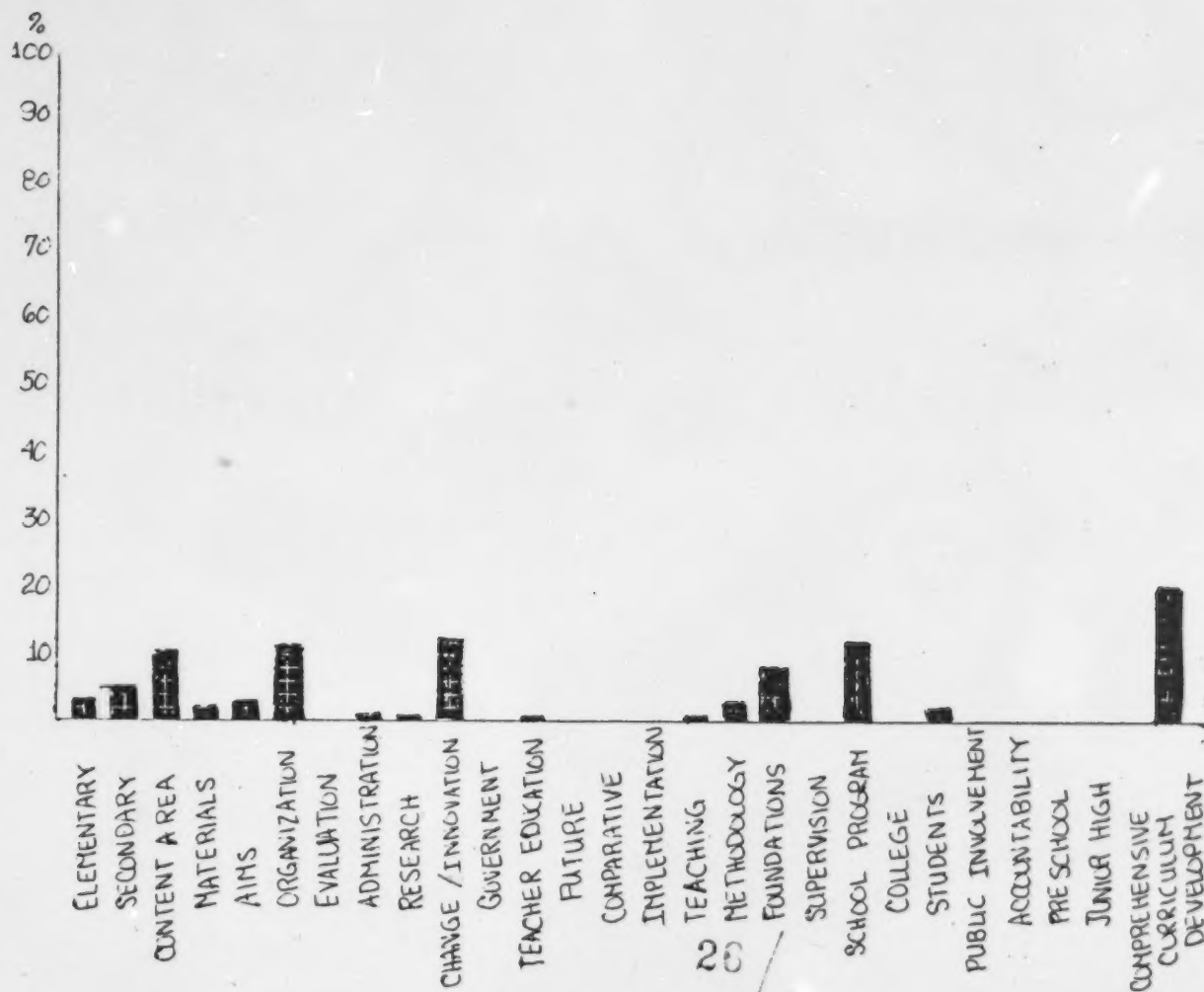


1920-1929

PREDOMINANT EDUCATIONAL EMPHASIS 1920 - 1929

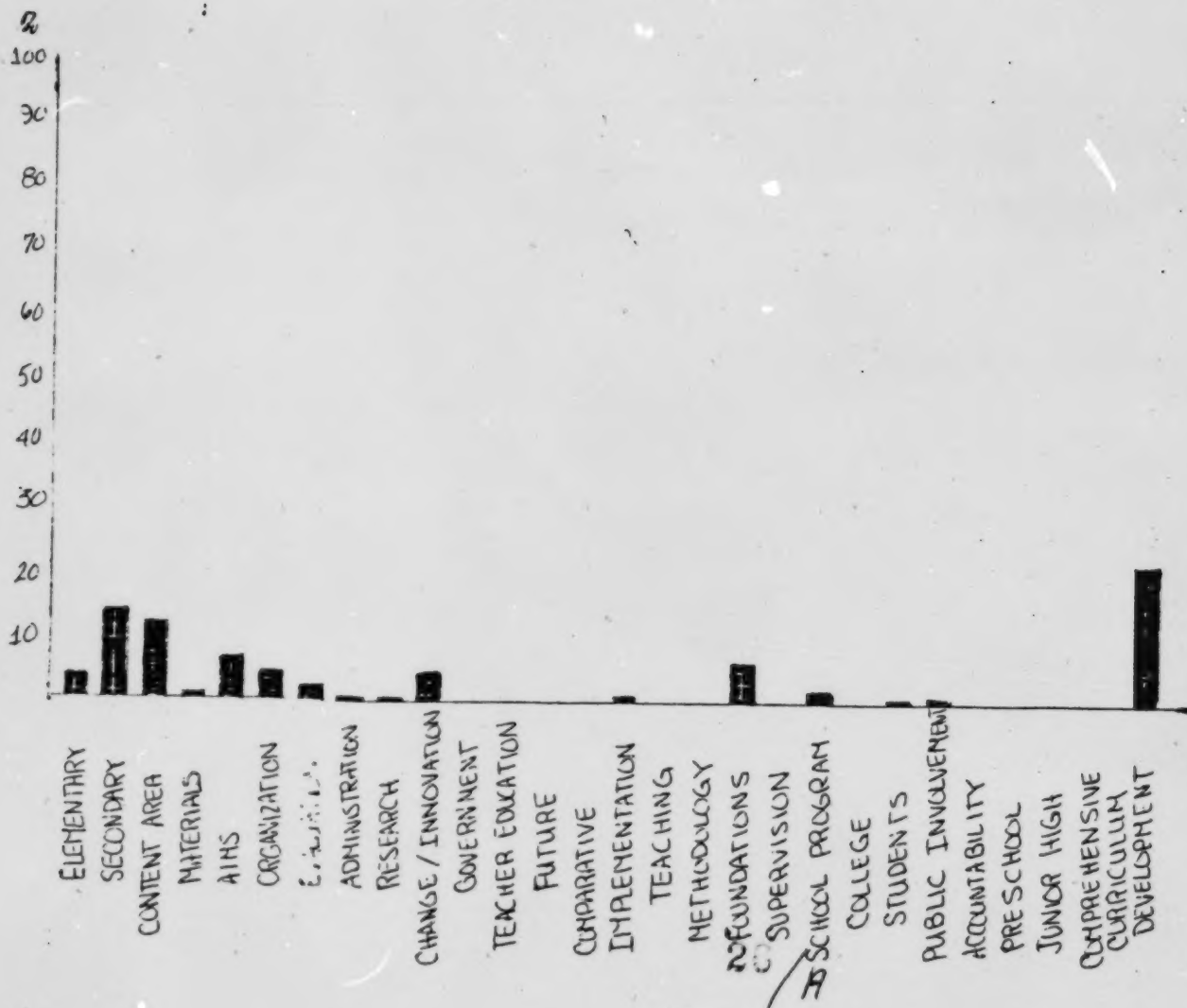


PREDOMINANT EDUCATIONAL EMPHASIS 1930 — 1939



1940-1949

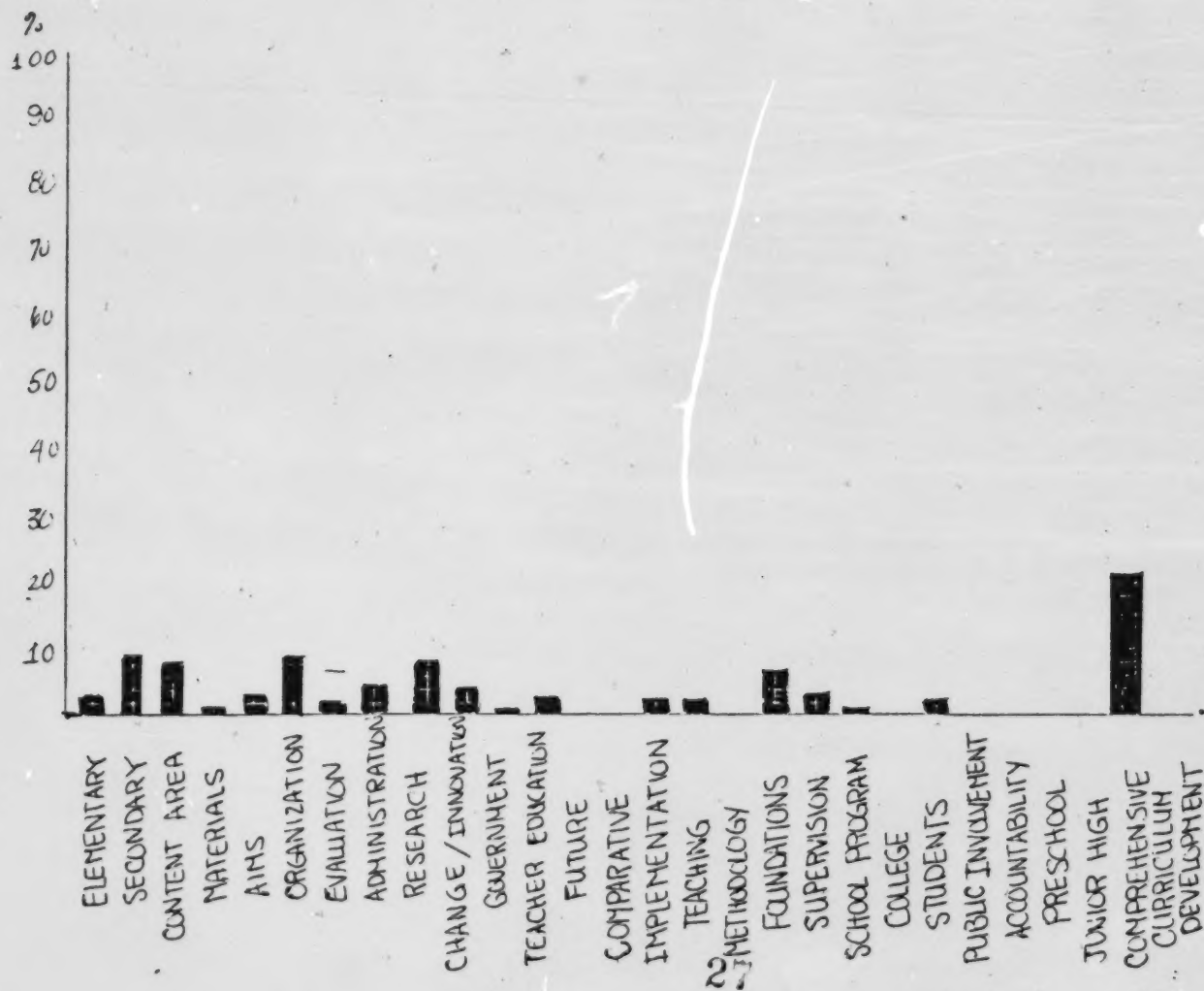
PREDOMINANT EDUCATIONAL EMPHASIS 1940 — 1949



1950-1959

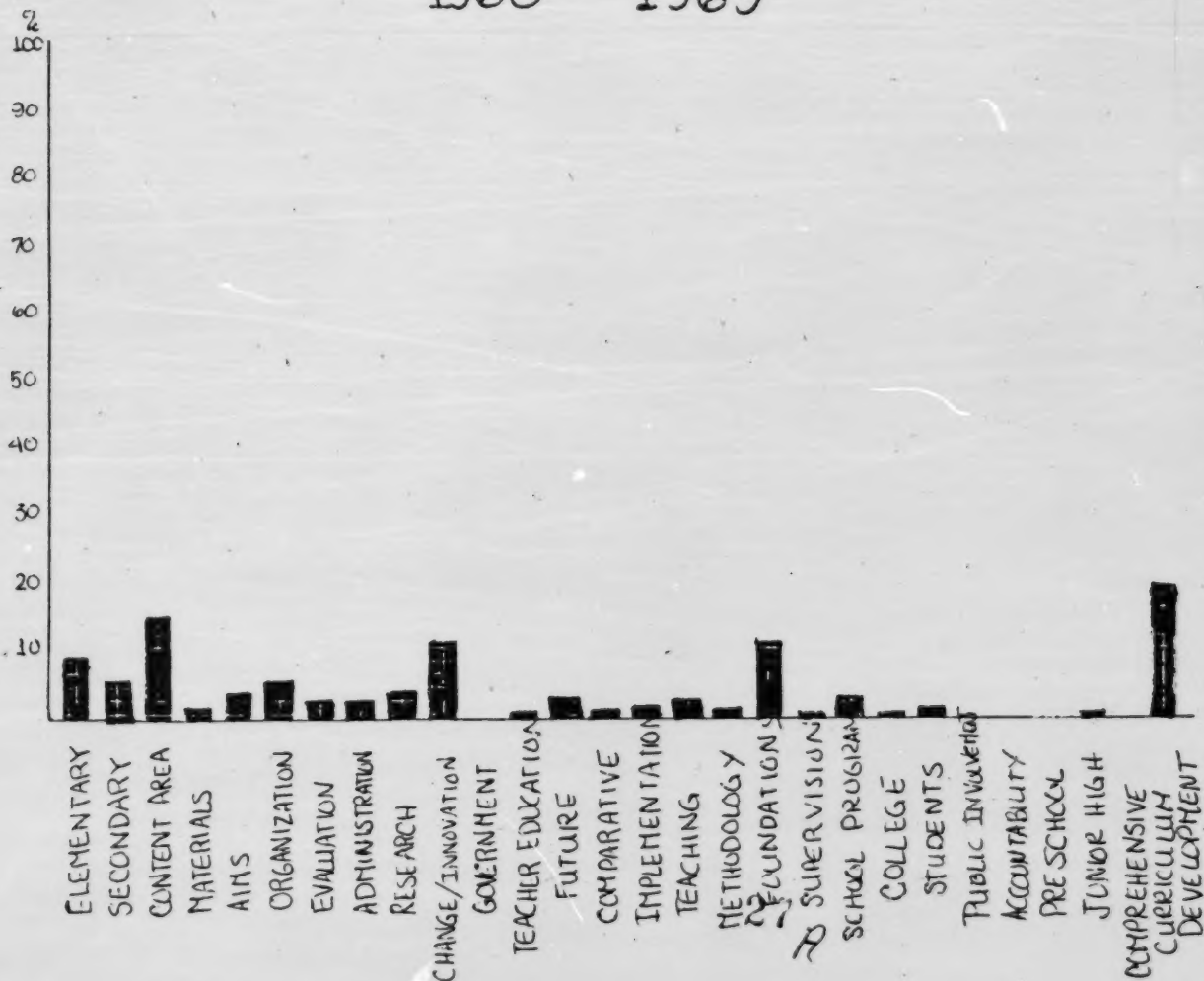
26

PREDOMINANT EDUCATIONAL EMPHASIS 1950 - 1959



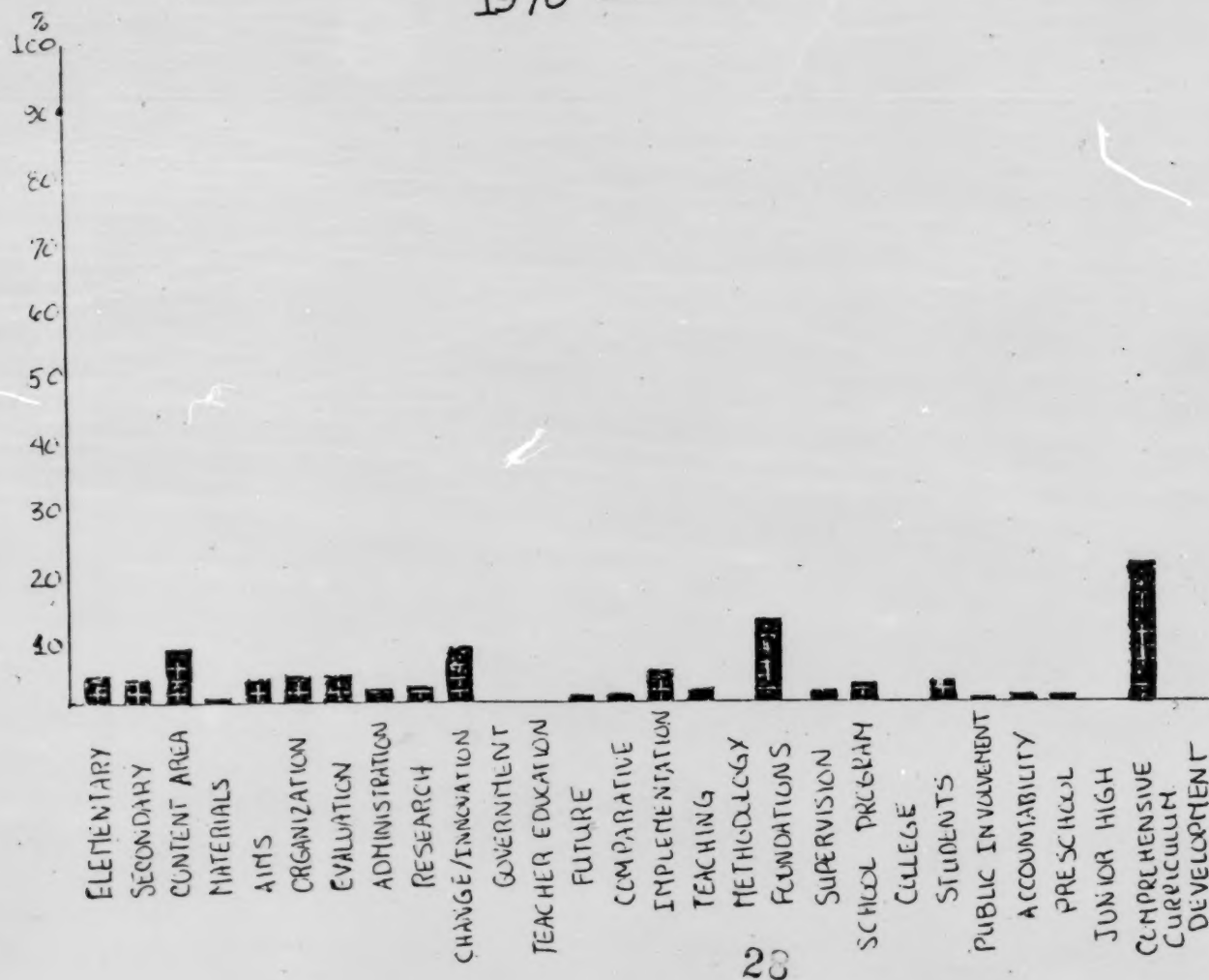
1960-69

PREDOMINANT EDUCATIONAL EMPHASIS 1960 - 1969



1970 —

PREDOMINANT EDUCATIONAL EMPHASIS 1970 —



SUMMARY

CENTRALIZING THE CURRICULUM LITERATURE

A Project In Progress

William H. Schubert

On April 22, 1976, William H. Schubert (University of Illinois at Chicago Circle) reported "Phase One" of a research project entitled "The Literature of Curriculum Development: Toward Centralization and Analysis" to the Special Interest Group on the Creation and Utilization of Curriculum Knowledge of AERA in San Francisco. The central purpose of the research venture was to accumulate and centralize citations that portray the heritage of our field and facilitate systematic analysis of contributions to curricular thought. The need for the project was quite obvious -- to prevent unnecessary searches that might be characterized as "rediscovering the wheel" in curriculum inquiry. The present ahistorical nature of the field has been acknowledged by many curriculum writers.

Progress to Date

A chronological bibliography of curriculum literature (1900-1976) has been nearly completed. It has been limited to books, yearbooks, monographs, and special issues of journals that treat topics closely related to curricular assumptions and theory, curriculum development prescriptions and descriptions, collections of readings on curriculum, and curriculum considerations that deal with the several sub-fields of educational endeavor. Approximately 800 citations have been collected and organized in decade groupings (alphabetical by year). Further, the citations have been analyzed and categorized relative to the following classifications: (a) tendency toward prescriptive or descriptive treatment; (b) disciplinary orientation; (c) predominant educational subfield emphasis. The classification scheme was considered illustrative of possible analyses, not necessarily exemplary of the most productive analyses. Citations have been (and are currently being) checked against holdings of major libraries, personal collections of curriculum scholars, and bibliographies in curriculum texts.

Initiated and Proposed Inclusions

1. Continuous revision of the current collection of citations.
2. Addition of journal articles, doctoral dissertations, ERIC holdings, and presented papers.
3. Collection of actual documents and books to provide a centralized library.
4. Classification of additional productive categories to enhance further study and analysis.
5. Acquisition of financial support to carry on the project with greater quality.
6. Publication and dissemination of the materials produced.

*The above summary appeared in the August 1976 Newsletter of the AERA Special Interest Group on the Creation and Utilization of Curriculum Knowledge, Issue Number 9, Edited by William F. Pinar, University of Rochester.

Questionnaire: Toward Further
Centralization and Analysis of
the Curriculum Development Literature*

<u>Priority Ranking**</u>	<u>Proposal</u>	<u>Relative Importance***</u>
1. _____	Print the chronological bibliography and make it available to SIG members and other curriculum scholars. Comment:	5 4 3 2 1
2. _____	Continue to centralize citations by keeping a card file(perhaps at the Univerisity of Illinois—Chicago), including new sources and encouraging scholars to send the discovery of additional older sources to this researcher. Comment:	5 4 3 2 1
3. _____	Obtain financial support for further collection, analysis, printing, and dissemination. Comment:	5 4 3 2 1
4. _____	Include dissertations in the collection. Comment:	5 4 3 2 1

* "The literature" equals "the curriculum development literature."

** Fill in the blanks on the left with the #'s 1 thru 17; allowing 17 to represent your most immediate priority and 1 your least immediate priority.

*** 5=very important

4=

3=

2=

1=unimportant

} points on a continuum between 5 and 1

5. _____ Include non-English contributions. 5 4 3 2 1 31
Comments:
6. _____ (Include journal and ERIC articles in 5 4 3 2 1
a) the same collection
b) a separate collection
Comment:
7. _____ Analyze the number of citations/decade vis-a-vis the quantity of educational funding in a given time period(e.g., decade). 5 4 3 2 1
Comment:
8. _____ Analyze the types of issues treated in curriculum development literature vis-a-vis paramount social issues in a time period(e.g., decade). 5 4 3 2 1
Comment:
9. _____ Analyze the longevity of predominant sources in the literature. 5 4 3 2 1
Comment:
10. _____ Analyze the reciprocity of citations in selected curriculum literature. 5 4 3 2 1
Comment:
11. _____ Analyze contributions of older citations that rarely appear in current literature, noting potentially relevant insights and research to current problems. 5 4 3 2 1
Comment:

12. _____

Continue to develop reports about most frequently cited sources in the literature, by detailed consideration of references in past writings.

Comment:

5 4 3 2 1 32

13. _____

Further develop and refine trends relative to the disciplinary orientations of curriculum development contributions, by continuing the analysis of content and references in those works.

Comment:

5 4 3 2 1

14. _____

Continue analysis of the educational emphases (e.g., elementary, secondary, organization evaluation, goals, administration) of curriculum development literature.

Comment:

5 4 3 2 1

15. _____

Continue analysis of the prescriptive and descriptive in the literature, projecting omissions and needs.

Comment:

5 4 3 2 1

16. _____

Continue analysis of the extent and style of contribution to the tailoring of general curriculum decisions to specific needs, (a process defined in Phase I as curriculum implementation).

Comment:

5 4 3 2 1

17. _____

Compare styles of curriculum development advocated in the literature with curriculum documents produced in the same time period by school districts.

Comment:

5 4 3 2 1

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